

ALUMNI FEEDBACK ON CURRICULUM DESIGN AND IMPLEMENTATION FOR THE ACADEMIC YEAR OF 2015-16

About the survey

Curriculum design and its effective implementation is key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Old students can play a vital role in enriching the curriculum content and improving its effective delivery. Here in Darunnajath Arabic College, we have collected structured feedback from alumni regarding curriculum design and implantation through offline questionnaire. The survey is conducted and analysed at the end of academic year 2015-16. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on curriculum from alumni as below.

1 Profile of Alumni

Basic details of the old students such as gender, programme studied, year of completion etc. are collected and analysed in order to get clear idea about the alumni profile.

1.1 Gender wise distribution of the respondents

Table1.Gender of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Female	19	50	50	50
Valid Male	19	50	50	50
Total	38	100	100	100

Table 1 shows that out of 38 responses received 50 percentage are male students and 50 percentage are female students.

1.2 Programme wise distribution of the respondents

Table. 1.2 Programme studied

Class	Frequency	Percentage	Valid Percentage	Cumulative Percentage
B.A Afzal ul Ulama	23	60.52	60.52	60.52
B.Com	00	00	00	00
M.A in Arabic	15	39.47	39.47	39.47

Table 1.2 depicts that out of 38 alumni responded, 60.52 percent are B.A students and 39.47 percent are from M.A students.

1.3 Classification of respondents by year of completion

Table. 1.3 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage

2015-16	38	17.35	17.35	17.35
2016-17	56	25.57	25.57	25.57
2017-18	58	26.48	26.48	26.48
2018-19	67	30.59	30.59	30.59
Total	219	100	100	100

Out of 219 alumni responded during last four years 30.59 percent are from 2018-19 period, 26.48 are from 2017-18, 25.57 are from 2016-17 batch and 17.35 from 2015-16.

2 Responses towards Curriculum Design and Implementation

In order to assess alumni feedback on curriculum design and implementation ten variable are identified and alumni were asked to mark their responses to this statement in five point agreement scale. The summary of the analysis are presented in the following frequency tables.

2.1 In tune with global trends

Table. 1.4 Choice Based Credit Semester System was in tune with the emerging national and global trends

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	5.26	5.26	5.26
	Neutral	29	76.31	76.31	76.31
	Agree	5	13.15	13.15	13.15
	Strongly Agree	2	5.26	5.26	5.26

Total	38	100	100	100
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Table 1.4 shows that most of the alumni members agree to the statement that CBCSS is in tune with the emerging national and global trends.

2.2 Demanding programmes

Table 1.5. Programme offered to me was suitably demanding

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Neutral	13	34.21	34.21	34.21
Agree	21	55.26	55.26	55.26
Strongly Agree	4	10.52	10.52	10.52
Total	38	100	100	100

Table 1.5 depicts that majority of the respondents agree with the statement that the programmes offered in my department are suitably demanding.

2.3 Well organised syllabus

Table 1.6. Syllabus prescribed for the programme was well organised and structured

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.63	2.63	2.63
	Neutral	11	28.94	28.94	28.94
	Agree	15	39.47	39.47	39.47
	Strongly Agree	11	28.94	28.94	28.94
	Total	38	100	100	100

Table 1.6 shows that significantly a large number of old students respond to the statement that the syllabus is well organised and structured.

2.4 Up to date content

Table 1.7. Content of the course offered under my programme was up to date and relevant

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	5.26	5.26	5.26
	Neutral	16	42.10	42.10	42.10
	Agree	16	42.10	42.10	42.10
	Strongly Agree	4	10.52	10.52	10.52
	Total	38	100	100	100

Table 1.7 indicates that most of the alumni members stay neutral to the statement that course contents are up to date and relevant.

2.5 Challenging projects

Table 1.8. Project work offered under my programme was challenging and constructive

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	7.89	7.89	7.89
	Neutral	16	42.10	42.10	42.10
	Agree	15	39.47	39.47	39.47
	Strongly Agree	4	10.52	10.52	10.52
	Total	38	100	100	100

Table 1.8 reveals that a good number of old students agree to the statement that the project works offered under the programme was challenging and constructive.

2.6 Diverse Open Course

Table 1.9. Open course offered under CBCSS were diverse and resourceful

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	2.63	2.63	2.63
	Neutral	11	28.94	28.94	28.94

Agree	18	47.36	47.36	47.36
Strongly Agree	8	21.05	21.05	21.05
Total	38	100	100	100

Table 1.9 shows that the open courses under CBCSS were diverse and constructive.

2.7 Timely Examinations and results

Table 1.10. Conduct of examinations and publication of results were strictly according to the predetermined schedule.

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0
	Disagree	0	0	0
	Neutral	15	39.47	39.47
	Agree	18	47.36	47.36
	Strongly Agree	5	13.15	13.15
	Total	38	100	100

Table 1.10 depicts that most of the alumni stand neutral and disagree with the statement says that the conduct of examinations and publication of results were strictly according to the predetermined schedule.

2.8 Capability to enhance competency

Table 1.11. Curriculum had enhanced my competency in communication, critical thinking, problem solving and creativity

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	13	34.21	34.21	34.21
	Agree	22	57.89	57.89	57.89
	Strongly Agree	3	7.89	7.89	7.89
	Total	38	100	100	100

Table 1.11 indicates that most of the old students have positive response to wards the statement say that curriculum has enhanced the competency in communication, critical thinking, problem solving and creativity.

2.9 Catering to requirement at workplace

Table 1.12. Programme was capable of catering to my requirement at workplace

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	14	36.84	36.84	36.84
	Agree	13	34.21	34.21	34.21
	Strongly Agree	11	28.94	28.94	28.94
	Total	38	100	100	100

Table 1.12 says that the majority marked that that programme was capable of catering to the requirement at workplace.

2.10 Overall learning environment

Table 1.13. Overall learning environment offered in the campus was excellent

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	15	39.47	39.47	39.47
	Agree	14	36.84	36.84	36.84
	Strongly Agree	9	23.68	23.68	23.68
	Total	38	100	100	100

Table 1.13 depicts that most of the respondents agree to the overall learning environment offered in the campus was excellent.

3 Conclusion

The analysis of the feedback data of alumni members, it can be observed that most of the alumni agree to the various statements set for assessing the quality of curriculum design and its implementation. It indicates that old students have confidence in the contents and methods of the curriculum implementation.

ALUMNI FEEDBACK ON CURRICULUM DESIGN AND IMPLEMENTATION FOR THE ACADEMIC YEAR OF 2016-17

About the survey

Curriculum design and its effective implementation is key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Old students can play a vital role in enriching the curriculum content and improving its effective delivery. Here in Darunnajath Arabic College, we have collected structured feedback from alumni regarding curriculum design and implantation through offline questionnaire. The survey is conducted and analysed at the end of academic year 2016-17 as we did last years also. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on curriculum from alumni as below.

1 Profile of Alumni

Basic details of the old students such as gender, programme studied, year of completion etc. are collected and analysed in order to get clear idea about the alumni profile.

1.1 Gender wise distribution of the respondents

Table1.Gender of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Female	15	26.78	26.78	26.78
Valid Male	41	73.22	73.22	73.22
Total	56	100	100	100

Table 1 shows that out of 56 responses received 73.22 percentage are male students and 26.78 percentage are female students.

1.2 Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
B.A Afzal ul Ulama	18	32.14	32.14	32.14
B.Com	32	57.14	57.14	57.14
M.A in Arabic	6	10.72	10.72	10.72

Table 1.2 depicts that out of 56 alumni responded, 57.14 percent are B.Com students, 32.14 percent are from B.A and 10.72 are from M.A.

1.3 Classification of respondents by year of completion

Table. 1.3 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2015-16	38	17.35	17.35	17.35
2016-17	56	25.57	25.57	25.57
2017-18	58	26.48	26.48	26.48
2018-19	67	30.59	30.59	30.59
Total	219	100	100	100

Out of 219 alumni responded during last four years 30.59 percent are from 2018-19 period, 26.48 are from 2017-18, 25.57 are from 2016-17 batch and 17.35 from 2015-16.

2 Response towards Curriculum Design and Implementation

In order to assess alumni feedback on curriculum design and implementation ten variables are identified and alumni were asked to mark their responses to this statement in five point agreement scale. The summary of the analysis are presented in the following frequency tables.

2.1 Intune with global trends

Table. 1.4 Choice Based Credit Semester System was in tune with the emerging national and global trends

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	3.57	3.57	3.57
	Neutral	33	58.92	58.92	58.92
	Agree	20	35.71	35.71	35.71
	Strongly Agree	1	1.78	1.78	1.78
	Total	56	100	100	100

Table 1.4 shows that most of the alumni members agree to the statement that CBCSS is in tune with the emerging national and global trends.

2.2 Demanding programmes

Table 1.5. Programme offered to me was suitably demanding

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	15	26.78	26.78	26.78
	Agree	35	62.5	62.5	62.5
	Strongly Agree	6	10.71	10.71	10.71
	Total	56	100	100	100

Table 1.5 depicts that majority of the respondents agree with the statement that the programmes offered in my department are suitably demanding.

2.3 Well organised syllabus

Table 1.6. Syllabus prescribed for the programme was well organised and structured

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.78	1.78	1.78
	Neutral	24	28.57	28.57	28.57
	Agree	17	53.57	53.57	53.57
	Strongly Agree	14	16.07	16.07	16.07
	Total	56	100	100	100

Table 1.6 shows that significantly a large number of old students respond to the statement that the syllabus are well organised and structured.

2.4 Up to date content

Table 1.7. Content of the course offered under my programme was up to date and relevant

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.78	1.78	1.78
	Neutral	16	28.57	28.57	28.57
	Agree	30	53.57	53.57	53.57
	Strongly Agree	9	16.07	16.07	16.07
	Total	56	100	100	100

Table 1.7 indicates that most of the alumni members stay neutral to the statement that course contents are up to date and relevant.

2.5 Challenging projects

Table 1.8. Project work offered under my programme was challenging and constructive

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	4	7.14	7.14	7.14
	Neutral	24	42.85	42.85	42.85
	Agree	18	32.14	32.14	32.14
	Strongly Agree	10	17.85	17.85	17.85
	Total	56	100	100	100

Table 1.8 reveals that a good number of old students agree to the statement that the project works offered under the programme was challenging and constructive.

2.6 Diverse Open Course

Table 1.9. Open course offered under CBCSS were diverse and resourceful

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0
	Disagree	0	0	0
	Neutral	21	37.5	37.5
	Agree	26	46.42	46.42
	Strongly Agree	9	16.07	16.07
	Total	56	100	100

Table 1.9 shows that the open courses under CBCSS were diverse and constructive.

2.7 Timely Examinations and results

Table 1.10. Conduct of examinations and publication of results were strictly according to the predetermined schedule.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.78	1.78	1.78
	Neutral	23	41.07	41.07	41.07
	Agree	24	42.85	42.85	42.85
	Strongly Agree	8	14.28	14.28	14.28
	Total	56	100	100	100

Table 1.10 depicts that most of the alumni stand neutral and disagree with the statement says that the conduct of examinations and publication of results were strictly according to the predetermined schedule.

2.8 Capability to enhance competency

Table 1.11. Curriculum had enhanced my competency in communication, critical thinking, problem solving and creativity

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	22	39.28	39.28	39.28
	Agree	25	44.64	44.64	44.64
	Strongly Agree	9	16.07	16.07	16.07

Total	56	100	100	100
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Table 1.11 indicates that most of the old students have positive response to wards the statement say that curriculum has enhanced the competency in communication, critical thinking, problem solving and creativity.

2.9 Catering to requirement at workplace

Table 1.12. Programme was capable of catering to my requirement at workplace

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Neutral	25	44.64	44.64	44.64
Agree	17	30.36	30.36	30.36
Strongly Agree	14	25	25	25
Total	56	100	100	100

Table 1.12 says that the majority marked that that programme was capable of catering to the requirement at workplace.

2.10 Overall learning environment

Table 1.13. Overall learning environment offered in the campus was excellent

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.78	1.78	1.78
	Neutral	15	26.78	26.78	26.78
	Agree	24	42.85	42.85	42.85
	Strongly Agree	16	28.57	28.57	28.57
	Total	56	100	100	100

Table 1.13 depicts that most of the respondents agree to the overall learning environment offered in the campus was excellent.

3 Conclusion

The analysis of the feedback data of alumni members, it can be observed that most of the alumni agree to the various statements set for assessing the quality of curriculum design and its implementation. It indicates that old students have confidence in the contents and methods of the curriculum implementation.

ALUMNI FEEDBACK ON CURRICULUM DESIGN AND IMPLEMENTATION FOR THE ACADEMIC YEAR OF 2017-18

About the survey

Curriculum design and its effective implementation is key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in job market. Old students can play a vital role in enriching the curriculum content and improving its effective delivery. Here in Darunnajath Arabic College, we have collected structured feedback from alumni regarding curriculum design and implantation through offline questionnaire. The survey is conducted and analysed at the end of academic year 2017-18 as we did last years also. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on curriculum from alumni as below.

1 Profile of Alumni

Basic details of the old students such as gender, programme studied, year of completion etc. are collected and analysed in order to get clear idea about the alumni profile.

1.1 Gender wise distribution of the respondents

Table1.Gender of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Female	19	33.33	33.33	33.33
Valid Male	39	68.42	68.42	68.42
Total	57	100	100	100

Table 1 shows that out of 57 responses received 68.42 percentage are male students and 33.33 percentage are female students.

1.2 Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
B.A Afzal ul Ulama	16	28.07	28.07	28.07
B.Com	28	49.12	49.12	49.12
M.A in Arabic	14	24.56	24.56	24.56

Table 1.2 depicts that out of 57 alumni responded, 49.12 percent are B.Com students, 28.07 percent are from B.A and 24.56 are from M.A.

1.3 Classification of respondents by year of completion

Table. 1.3 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2015-16	38	17.35	17.35	17.35
2016-17	56	25.57	25.57	25.57
2017-18	58	26.48	26.48	26.48
2018-19	67	30.59	30.59	30.59
Total	219	100	100	100

Out of 219 alumni responded during last four years 30.59 percent are from 2018-19 period, 26.48 are from 2017-18, 25.57 are from 2016-17 batch and 17.35 from 2015-16.

2 Response towards Curriculum Design and Implementation

In order to assess alumni feedback on curriculum design and implementation ten variables are identified and alumni were asked to mark their responses to this statement in five point agreement scale. The summary of the analysis are presented in the following frequency tables.

2.1 Intune with global trends

Table. 1.4 Choice Based Credit Semester System was in tune with the emerging national and global trends

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	5	8.77	8.77	8.77
	Neutral	40	70.17	70.17	70.17
	Agree	10	17.54	17.54	17.54
	Strongly Agree	2	3.5	3.5	3.5
Total		57	100	100	100

Table 1.4 shows that most of the alumni members agree to the statement that CBCSS is in tune with the emerging national and global trends.

2.2 Demanding programmes

Table 1.5. Programme offered to me was suitably demanding

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.75	1.75	1.75
	Disagree	2	3.5	3.5	3.5
	Neutral	15	26.31	26.31	26.31
	Agree	34	59.64	59.64	59.64
	Strongly Agree	5	8.77	8.77	8.77

Total	57	100	100	100
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Table 1.5 depicts that majority of the respondents agree with the statement that the programmes offered in my department are suitably demanding.

2.3 Well organised syllabus

Table 1.6. Syllabus prescribed for the programme was well organised and structured

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid Strongly Disagree	1	1.75	1.75	1.75
Disagree	2	3.5	3.5	3.5
Neutral	27	47.36	47.36	47.36
Agree	21	36.84	36.84	36.84
Strongly Agree	6	10.52	10.52	10.52
Total	57	100	100	100

Table 1.6 shows that significantly a large number of old students respond to the statement that the syllabus are well organised and structured.

2.4 Up to date content

Table 1.7. Content of the course offered under my programme was up to date and relevant

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	21	36.84	36.84	36.84
	Agree	28	49.12	49.12	49.12
	Strongly Agree	8	14.03	14.03	14.03
	Total	57	100	100	100

Table 1.7 indicates that most of the alumni members stay neutral to the statement that course contents are up to date and relevant.

2.5 Challenging projects

Table 1.8. Project work offered under my programme was challenging and constructive

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	5.26	5.26	5.26
	Neutral	24	42.1	42.1	42.1
	Agree	24	42.1	42.1	42.1
	Strongly Agree	6	10.52	10.52	10.52
	Total	57	100	100	100

Table 1.8 reveals that a good number of old students agree to the statement that the project works offered under the programme was challenging and constructive.

2.6 Diverse Open Course

Table 1.9. Open course offered under CBCSS were diverse and resourceful

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.75	1.75	1.75
	Disagree	3	5.26	5.26	5.26
	Neutral	20	35.08	35.08	35.08
	Agree	19	33.33	33.33	33.33
	Strongly Agree	14	24.56	24.56	24.56
	Total	57	100	100	100

Table 1.9 shows that the open courses under CBCSS were diverse and constructive.

2.7 Timely Examinations and results

Table 1.10. Conduct of examinations and publication of results were strictly according to the predetermined schedule.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	5.26	5.26	5.26
	Neutral	28	49.12	49.12	49.12
	Agree	16	28.07	28.07	28.07
	Strongly Agree	10	17.54	17.54	17.54
	Total	57	100	100	100

Table 1.10 depicts that most of the alumni stand neutral and disagree with the statement says that the conduct of examinations and publication of results were strictly according to the predetermined schedule.

2.8 Capability to enhance competency

Table 1.11. Curriculum had enhanced my competency in communication, critical thinking, problem solving and creativity

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	3	5.26	5.26	5.26
	Neutral	20	35.08	35.08	35.08
	Agree	25	43.86	43.86	43.86
	Strongly Agree	9	15.78	15.78	15.78
	Total	57	100	100	100

Table 1.11 indicates that most of the old students have positive response to wards the statement say that curriculum has enhanced the competency in communication, critical thinking, problem solving and creativity.

2.9 Catering to requirement at workplace

Table 1.12. Programme was capable of catering to my requirement at workplace

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	26	45.61	45.61	45.61
	Agree	22	38.59	38.59	38.59
	Strongly Agree	9	15.78	15.78	15.78
	Total	57	100	100	100

Table 1.12 says that the majority marked that that programme was capable of catering to the requirement at workplace.

2.10 Overall learning environment

Table 1.13. Overall learning environment offered in the campus was excellent

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	15	26.31	26.31	26.31
	Agree	29	50.87	50.87	50.87

Strongly Agree	13	22.8	22.8	22.8
Total	57	100	100	100

Table 1.13 depicts that most of the respondents agree to the overall learning environment offered in the campus was excellent.

3 Conclusion

The analysis of the feedback data of alumni members, it can be observed that most of the alumni agree to the various statements set for assessing the quality of curriculum design and its implementation. It indicates that old students have confidence in the contents and methods of the curriculum implementation.

ALUMNI FEEDBACK ON CURRICULUM DESIGN AND IMPLEMENTATION FOR THE ACADEMIC YEAR OF 2018-19

About the survey

Curriculum design and its effective implementation is key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updation and revision to meet the needs of the students and to ensure its relevance in job market. Old students can play a vital role in enriching the curriculum content and improving its effective delivery. Here in KTM College, we have collected structured feedback from alumni regarding curriculum design and implantation through offline questionnaire. The survey is conducted and analysed at the end of academic year 2018-19 as we did at the end of previous years also. The collected data are analysed using tables, graphs, percentage etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on curriculum from alumni as below.

1 Profile of Alumni

Basic details of the old students such as gender, programme studied, year of completion etc. are collected and analysed in order to get clear idea about the alumni profile.

1.1 Gender wise distribution of the respondents

Table1.Gender of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Female	28	41.80	41.80	41.80
Valid Male	39	58.20	58.20	58.20
Total	67	100	100	100

Table 1 shows that out of 67 responses received 58.20percentage are male students and41.80percentage are female students.

1.2Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
B.A Afzal ul Ulama	24	35.82	35.82	35.82
B.Com	35	52.23	52.23	52.23
M.A in Arabic	8	11.94	11.94	11.94

Table 1.2 depicts that out of 67 alumni responded, 35.82 percent are B.Astudents, 52.23 percent are from B.Com and the remaining percent are from M.A.

1.3Classification of respondents by year of completion

Table. 1.3 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2015-16	38	17.35	17.35	17.35
2016-17	56	25.57	25.57	25.57
2017-18	58	26.48	26.48	26.48
2018-19	67	30.59	30.59	30.59
Total	219	100	100	100

Out of 219 alumni responded during last four years 30.59 percent are from 2018-19 period, 26.48 are from 2017-18, 25.57 are from 2016-17 batch and 17.35 from 2015-16.

2 Response towards Curriculum Design and Implementation

In order to assess alumni feedback on curriculum design and implementation ten variable are identified and alumni were asked to mark their responses to this statement in five point agreement scale. The summary of the analysis are presented in the following frequency tables.

2.1 Intune with global trends

Table. 1.4 Choice Based Credit Semester System was in tune with the emerging national and global trends

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Strongly Disagree	0	0	0	0
Disagree	3	4.47	4.47	4.47
Valid Neutral	14	20.89	20.89	20.89

Agree	33	49.25	49.25	49.25
Strongly Agree	17	25.37	25.37	25.37
Total	67	100	100	100

Table 1.4 shows that most of the alumni members agree to the statement that CBCSS is in tune with the emerging national and global trends.

2.2 Demanding programmes

Table 1.5. Programme offered to me was suitably demanding

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0
	Disagree	0	0	0
	Neutral	5	7.46	7.46
	Agree	25	37.31	37.31
	Strongly Agree	37	55.22	55.22
	Total	67	100	100

Table 1.5 depicts that majority of the respondents agree with the statement that the programmes offered in my department are suitably demanding.

2.3 Well organised syllabus

Table 1.6. Syllabus prescribed for the programme was well organised and structured

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0
	Disagree	15	22.38	22.38
	Neutral	20	29.85	29.85
	Agree	28	41.79	41.79
	Strongly Agree	4	5.97	5.97
	Total	67	100	100

Table 1.6 shows that significantly a large number of old students respond to the statement that the syllabus are well organised and structured.

2.4 Up to date content

Table 1.7. Content of the course offered under my programme was up to date and relevant

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	19	28.35	28.35	28.35
	Neutral	31	46.26	46.26	46.26
	Agree	13	19.40	19.40	19.40
	Strongly Agree	4	5.97	5.97	5.97
	Total	67	100	100	100

Table 1.7 indicates that most of the alumni members stay neutral to the statement that course contents are up to date and relevant.

2.5 Challenging projects

Table 1.8. Project work offered under my programme was challenging and constructive

		Frequency	Percent	Valid Percentage	Cumulative Percentage
	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0

Valid	Neutral	11	16.41	16.41	16.41
	Agree	37	55.22	55.22	55.22
	Strongly Agree	19	28.35	28.35	28.35
	Total	67	100	100	100

Table 1.8 reveals that a good number of old students agree to the statement that the project works offered under the programme was challenging and constructive.

2.6 Diverse Open Course

Table 1.9. Open course offered under CBCSS were diverse and resourceful

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	12	17.91	17.91	17.91
	Agree	42	62.68	62.68	62.68
	Strongly Agree	13	19.40	19.40	19.40
	Total	67	100	100	100

Table 1.9 shows that the open courses under CBCSS were diverse and constructive.

2.7 Timely Examinations and results

Table 1.10. Conduct of examinations and publication of results were strictly according to the predetermined schedule.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	12	17.91	17.91	17.91
	Disagree	21	31.34	31.34	31.34
	Neutral	25	37.31	37.31	37.31
	Agree	9	13.43	13.43	13.43
	Strongly Agree	0	0	0	0
	Total	67	100	100	100

Table 1.10 depicts that most of the alumni stand neutral and disagree with the statement says that the conduct of examinations and publication of results were strictly according to the predetermined schedule.

2.8 Capability to enhance competency

Table 1.11. Curriculum had enhanced my competency in communication, critical thinking, problem solving and creativity

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	6	8.95	8.95	8.95
	Agree	47	70.14	70.14	70.14
	Strongly Agree	14	20.89	20.89	20.89

Total	67	100	100	100
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Table 1.11 indicates that most of the old students have positive response to wards the statement say that curriculum has enhanced the competency in communication, critical thinking, problem solving and creativity.

2.9 Catering to requirement at workplace

Table 1.12. Programme was capable of catering to my requirement at workplace

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	12	17.91	17.91	17.91
	Agree	44	65.67	65.67	65.67
	Strongly Agree	11	16.41	16.41	16.41
	Total	67	100	100	100

Table 1.12 says that the majority marked that that programme was capable of catering to the requirement at workplace.

2.10 Overall learning environment

Table 1.13. Overall learning environment offered in the campus was excellent

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	9	13.43	13.43	13.43
	Agree	37	55.22	55.22	55.22
	Strongly Agree	21	31.34	31.34	31.34
	Total	67	100	100	100

Table 1.13 depicts that most of the respondents agree to the overall learning environment offered in the campus was excellent.

3 Conclusion

The analysis of the feedback data of alumni members, it can be observed that most of the alumni agree to the various statements set for assessing the quality of curriculum design and its implementation. It indicates that old students have confidence in the contents and methods of the curriculum implementation.

ALUMNI FEEDBACK ON SYLLABUS AND ITS TRANSACTION FOR THE ACADEMIC YEAR OF 2019-20

About the survey

Curriculum and its transaction is a key factor in assessing the quality of a higher education institution. Curriculum is a dynamic product that needs regular updating and revision to meet the needs of the students and to ensure its relevance in the job market. Old students can play a vital role in enriching the curriculum content and improving its effective delivery. Here in KTM College, we have collected structured feedback from alumni regarding syllabus and its transaction through an offline questionnaire. The survey is conducted and analysed at the end of the academic year 2019-20 as we did at the end of previous years also. The collected data are analysed using tables, graphs, percentages etc. in order to draw conclusions. The analysis reports are generally provided to the universities for further actions. The result of feedback on syllabus from alumni is as follows.

1 Profile of Alumni

Basic details of the old students such as gender, programme studied, year of completion etc. are collected and analysed in order to get a clear idea about the alumni profile.

1.1 Gender wise distribution of the respondents

Table 1. Gender of the respondents

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
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Female	32	43.84	43.84	43.84
Valid Male	41	56.16	56.16	56.16
Total	73	100	100	100

Table 1 shows that out of 73 responses received 56.16 percentage are male students and 43.84 percentage are female students.

1.2 Programme wise distribution of the respondents

Table. 1.2 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
B.A Afzal ul Ulama	23	31.50	31.50	31.50
B.Com	34	46.58	46.58	46.58
M.A in Arabic	16	21.92	21.92	21.92

Table 1.2 depicts that out of 73 alumni responded, 31.50 percent are B.A students, 46.58 percent are from B.Com and the remaining percent are from M.A.

1.3 Classification of respondents by year of completion

Table. 1.3 Programme studied

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
2015-16	38	13.01	13.01	13.01
2016-17	56	19.17	19.17	19.17
2017-18	58	19.86	19.86	19.86
2018-19	67	22.92	22.92	22.92
2019-20	73	25	25	25
Total	292	100	100	100

Out of 292 alumni responded during last five years 25 percent are from 2019-20 period, 22.92 are from 2018-19, 19.86 are from 2017-18 batch, 19.17 are from 2016-17 batch and 13.01 from 2015-16.

2 Response towards Curriculum Design and Implementation

In order to assess alumni feedback on syllabus and its transaction, ten variables are identified and alumni were asked to mark their responses to this statement in five-point agreement scale. The summary of the analysis is presented in the following frequency tables.

2.1 Intune with global trends

Table. 1.4 Choice Based Credit Semester System was in tune with the emerging national and global trends

	Frequency	Percent	Valid Percentage	Cumulative Percentage
	Strongly Disagree	0	0	0
	Disagree	1	1.37	1.37
Valid	Neutral	1	1.37	1.37

Agree	40	54.8	54.8	54.8
Strongly Agree	31	42.46	42.46	42.46
Total	73	100	100	100

Table 1.4 shows that most of the alumni members agree to the statement that CBCSS is in tune with the emerging national and global trends.

2.2 Demanding programmes

Table 1.5. Programme offered to me was suitably demanding

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Strongly Disagree	0	0	0	0
Disagree	0	0	0	0
Valid Neutral	3	4.1	4.1	4.1
Agree	38	52	52	52
Strongly Agree	32	44	44	44
Total	73	100	100	100

Table 1.5 depicts that majority of the respondents agree with the statement that the programmes offered in my department are suitably demanding.

2.3 Well organised syllabus

Table 1.6. Syllabus prescribed for the programme was well organised and structured

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.37	1.37	1.37
	Disagree	0	0	0	0
	Neutral	1	1.37	1.37	1.37
	Agree	37	50.68	50.68	50.68
	Strongly Agree	34	46.57	46.57	46.57
	Total	73	100	100	100

Table 1.6 shows that significantly a large number of old students respond to the statement that the syllabus is well organised and structured.

2.4 Up to date content

Table 1.7. Content of the course offered under my programme was up to date and relevant

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.37	1.37	1.37
	Disagree	0	0	0	0
	Neutral	1	1.37	1.37	1.37

Agree	37	50.68	50.68	50.68
Strongly Agree	34	46.57	46.57	46.57
Total	73	100	100	100

Table 1.7 indicates that most of the alumni members stay agree to the statement that course contents are up to date and relevant.

2.5 Challenging projects

Table 1.8. Project work offered under my programme was challenging and constructive

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.37	1.37	1.37
	Disagree	1	1.37	1.37	1.37
	Neutral	4	5.47	5.47	5.47
	Agree	31	42.46	42.46	42.46
	Strongly Agree	36	49.31	49.31	49.31
	Total	73	100	100	100

Table 1.8 reveals that a good number of old students agree to the statement that the project works offered under the programme was challenging and constructive.

2.6 Diverse Open Course

Table 1.9. Open course offered under CBCSS were diverse and resourceful

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	1	1.37	1.37	1.37
	Neutral	4	5.48	5.48	5.48
	Agree	35	48	48	48
	Strongly Agree	33	45.2	45.2	45.2
	Total	73	100	100	100

Table 1.9 shows that the open courses under CBCSS were diverse and constructive.

2.7 Timely Examinations and results

Table 1.10. Conduct of examinations and publication of results were strictly according to the predetermined schedule.

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	0	0	0	0
	Agree	36	49.31	49.31	49.31
	Strongly Agree	37	50.7	50.7	50.7
	Total	73	100	100	100

Table 1.10 depicts that most of the alumni strongly agree with the statement says that the conduct of examinations and publication of results were strictly according to the predetermined schedule.

2.8 Capability to enhance competency

Table 1.11. Curriculum had enhanced my competency in communication, critical thinking, problem solving and creativity

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	2	2.74	2.74	2.74
	Neutral	0	0	0	0
	Agree	42	57.53	57.53	57.53
	Strongly Agree	29	39.72	39.72	39.72
	Total	73	100	100	100

Table 1.11 indicates that most of the old students have positive response towards the statement say that curriculum has enhanced the competency in communication, critical thinking, problem solving and creativity.

2.9 Catering to requirement at workplace

Table 1.12. Programme was capable of catering to my requirement at workplace

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	0	0	0	0
	Disagree	0	0	0	0
	Neutral	1	1.37	1.37	1.37
	Agree	37	50.68	50.68	50.68
	Strongly Agree	35	48	48	48
	Total	73	100	100	100

Table 1.12 says that the majority marked that that programme was capable of catering to the requirement at workplace.

2.10 Overall learning environment

Table 1.13. Overall learning environment offered in the campus was excellent

		Frequency	Percent	Valid Percentage	Cumulative Percentage
Valid	Strongly Disagree	1	1.37	1.37	1.37
	Disagree	1	1.37	1.37	1.37
	Neutral	1	1.37	1.37	1.37
	Agree	35	48	48	48
	Strongly Agree	35	48	48	48
	Total	73	100	100	100

Table 1.13 depicts that most of the respondents agree and strongly agree to the overall learning environment offered in the campus was excellent.

3 Conclusion

The analysis of the feedback data of alumni members, it can be observed that most of the alumni agree to the various statements set for assessing the quality of curriculum design and its implementation. It indicates that old students have confidence in the contents and methods of the curriculum implementation.